

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	Place date stamp here:
Submittal information:	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Tenaha ISD	210904			
Vendor ID #	ESC Region #			
756002574	7			
Mailing address		City	State	ZIP Code
P. O. Box 318		Tenaha	TX	75974-0318
Primary Contact				
First name	M.I.	Last name	Title	
Martha		Boren	Director of Academic Affairs	
Telephone #	Email address		FAX #	
936-248-5000 x 402	borenmartha@tenahaisd.com		936-248-3902	
Secondary Contact				
First name	M.I.	Last name	Title	
Emily		Bowlin	CFO	
Telephone #	Email address		FAX #	
936-248-5000 X 203	bowlinemily@tenahaisd.com		936-248-3902	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Scott	M.I. Tyner	Last name Tyner	Title Superintendent
Telephone # 936-248-5000	Email address tynerscott@tenahaisd.com		FAX # 936-248-3902
Signature (blue ink preferred)			Date signed

10/02/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☒ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

According to the Texas Public School Districts Categorized by Type, 2015-16 Report, Tenaha ISD is categorized as Rural. (<http://tea.texas.gov/acctres/analyze/1516/district1516.html#T>) As a rural school district, our district has received a formula grant for the 2017-2018 school year, is categorized as Rural; therefore, the district is qualified to apply for this grant under Focus Area 1. Also 91.14 percent of students in 9-12 grades were coded 2 under CTE Concentrators. CTE courses are very important to our students in that our student body is 91.02 percent economically disadvantaged. In other words most of our students will not be able to attend any type of post secondary institution or training without the district's help. Beginning the 2017-2018 school year, 144 of our 160 high school students are enrolled in a career pathway. The other 16 students are truly college bound and are enrolled in Panola College taking concurrent classes. The **first general goal** of the School-to-Work Act is to improve the transitions from school to work for all youths in the United States. The Act points to a "lack of a comprehensive and coherent system to help youths acquire the knowledge, skills, abilities, and information about and access to the labor market that are necessary to make an effective transition from school to work or further education. (www.stw.ed.gov/factsht/act.htm) In a report prepared by FHI 360 National Institute for Work and Learning, it provides a conceptual base for work-based learning (WBL), a strategy that helps students apply academic and technical skills and develop employability skills. WBL has been identified as an important issue for state and local program reform and implementation, but there is a need to better understand WBL as part of secondary CTE programs. Various attempts have been made in the last several decades to bring WBL into mainstream U.S. education reform, but two recently published reports – Pathways to Prosperity (Symonds, Schwartz, & Ferguson, 2011) and Learning for Jobs (OECD, 2010) – have once again brought to the forefront issues related to the value of WBL as an instructional strategy to better prepare students for college and the workforce.

The **district second goal** this grant would be to implement a WBL Program. As a small rural school district we have been unable to implement a WBL program due to funding, lack of personnel, transportation and businesses which would allow our students to have jobs. With funds from this grant, the district would be able to hire personnel and provide transportation to and from jobs. Our students do not have transportation due to the family economic situation so transportation is a necessity. There are few businesses located in our district for which the students can work. They would have to travel 12 to 20 miles in order to find jobs.

The **district third goal** would be to build a college/post secondary culture which would job shadowing for our students and targeting our middle school students learning "softer skills" needed for college readiness. College Readiness Begins in Middle School – ACT Policy Report offer four policy recommendations that can help schools facilitate effective early educational and postsecondary planning. 1. College readiness should begin in the middle school. 2. Schools should explain to students and their parents the effects of taking a challenging curriculum on their future educational, career, and income options. 3. Schools should use multiple sources of information, including standardized assessments, to help inform students and their parents of the students' progress toward college readiness. 4. Schools should work with families to calculate college costs and develop a plan to meet these costs. <http://files.eric.ed.gov/fulltext/ED483849.pdf>. In the past the majority of our graduates either entered the workforce with entry level jobs or were unemployed. Their families did not have a tradition of going to college or training for a job. We would like to change that by beginning college/post secondary readiness classes with our middle school students (Grades 6-8). Anyone who has ever met (or been one) knows that it's challenging for an early adolescent to visualize what their lives will be like five or 10 or 20 years from now. We know that many of the jobs today's early adolescents will have are still emerging – and some aren't even on the horizon yet. So how can we prepare middle schoolers for a future that we really can't predict? Much lip-service is given to the concept of "career and college readiness." It's easy to say that our schools need to make

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

sure every child is ready for post-secondary decision making. What is not so easy is translating that into specific programs and actions schools can put in place to ensure all our students achieve this objective. And if those schools are middle schools, the problem is magnified. Many districts consider career and college readiness the business of high schools, where "graduation" makes the future beyond K-12 a tangible, if not measurable, event. Middle school, however, is perhaps the unspoken linchpin in establishing a positive trajectory for career and college success, and here's why: the exploratory opportunities and soft skills developed in early adolescence bridge elementary literacy with high school level life decision-making, which will ultimately lead to graduation and post-secondary achievements. Our district has the academic skills part of it down pat—how do we help students master these "softer" skills? There are eight softer skills our district will be working on with our middle schoolers. **1. Set High Expectations for All: Today** One of the most powerful daily messages that teachers can give (and demonstrate) to their students is that they have high, achievable expectations for each one. This attitude can have a profound, positive impact on a school's culture **2. Set High Expectations for All: Tomorrow** It is crucial for middle schools to express the goal that every child will have a plan for their post-secondary experience. A message of the continuity of educational experiences be it vocational training, community college course work, apprenticeships or military service, reinforces the importance of developing the skills now that we all need for lifelong learning. **3. Explicit College and Career Pathways Course** One of the most powerful programs our district plans to use is Career Portals to emphasize the importance of college and career planning. This class has the singular focus of promoting student thinking about their post-secondary plans **4. High School Credits at the Middle Level** Another concrete action step that middle schools can put in place is offering more high school credits for students, particularly in Grade 8. This serves a number of purposes. **5. College and Career Theme Days** All teachers take a few minutes at the beginning of their classes to talk about how they navigated their decisions around what to do after high school. **6. College Admissions Visits** Working with area colleges, we are able to introduce students to expectations of college life, course work, and the admissions process. **7. Connect with High School.** Facilitating a smooth transition to the high school is a critical step in establishing long term success for students. Another key step our high school counselors have taken is meeting with incoming students and their parents to talk about their specific, long terms goals. This is a critical action in developing relationships and creating program plans. **8. Provide Positive Role Models.** The **fourth goal** is to implement a program we have name Tiger College/Career Readiness Preparation. The plan is to set aside one 25 minute time period each day to prepare our students (PK-Grade 12) to help build our college and career readiness culture. The eight softer skills mentions in goal two will be put into practice at every grade level in an age appropriate manner. Our **fifth goal** with this grant is to expand our dual enrollment/concurrent credit/CTE with Panola College being our partner. At the present time, some of our juniors and seniors participate in dual credit courses such as English Composition, Public Speaking, Art, Government and Economics. Also included in our partnership agreement are CTE courses, welding and certified nursing assistant which lead to certificates and are in high demand in our area. The CTE courses are held at the Shelby County Regional Training Center (SCRTC). The district would like to expand the number and types of certification classes and expand the number of students with certifications furthering their education with advanced certifications and/or associate/college degrees.

Budget: The Payroll of \$50,000 will be used for the Project Director who will be responsible for all reporting, grant oversight, data collection, serving as the WBL student supervisor helping the students find jobs, being responsible for visiting job sights, setting up job shadowing visits, and supervising teacher facilitators and other staff.

One teacher will be over the dual credit and CTE college classes and students. The other two teacher facilitators will be working with students and parents building a postsecondary culture, school-to-work transition and teaching CTE classes. The Supplies and Materials Funds will be used to pay tuition to Panola College for dual credit/CTE college classes such as welding and CNA, books, fees, and supplies students need for their classes. The remainder of the money will be used to provide supplies, materials needed for the CTE classes on campus and to pay for certification tests taken by the students. Per grant guidelines, the grant's main focus will be on students in grades 8-12; however, other faculty will be working with students and parents in grades PK-7 building college and career culture.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$50000	\$3750	\$53750	\$10000
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$13000
Schedule #9	Supplies and Materials (6300)	6300	\$21250	\$0	\$21250	\$2000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$71250	\$3750	\$75000	\$25000

Administrative Cost Calculation

Enter the total grant amount requested:	\$75000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3750

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 210904		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director		1	\$20000	\$0
5	Project coordinator			\$	\$
6	Teacher facilitator		3	\$30000	\$10000
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$50000	\$20000
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$50000	\$10000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$13000
(Sum of lines a, b, and c) Grand total		\$0	\$13000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$21250	\$2000
Grand total:		\$21250	\$2000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 210904		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 210904			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	527	91.02%	
Limited English proficient (LEP)	114	19.69%	
Attendance rate	NA	98.3%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	12	27.27%	5 of these are first year teachers
6-10 Years Exp.	7	15.91%	
11-20 Years Exp.	13	29.55%	
20+ Years Exp.	12	27.27%	
No degree	1	2.27%	This person is a Master Mechanic who is teaching CTE diesel mechanics-No degree required
Bachelor's Degree	33	75.0%	
Master's Degree	10	22.73%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
41	38	43	45	41	43	48	31	48	43	43	34	46	35	579

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	2	2	2	3	3	3	3	3	4	4	4	4	5	44

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Schedule #13—Needs Assessment

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before making the decision to apply for this grant, Tenaha ISD went through eight steps:

1. A Leadership Team was developed which includes parents, community members, business leaders, faculty and staff of Tenaha Schools, a school board member and an administrator. 2. Various types of data were collected. Data included Demographics, Perceptions, Student Learning and School Process. 3. Data patterns were analyzed. 4. An hypotheses was generated as to the needs of children that we serve, career opportunities, and business and community needs. 5. Goal-setting guidelines were developed for the grant. 6. The specific strategies to be used for the grant were designed. 7. The evaluation criteria were developed. 8. The commitment was made by the Leadership Team, Administration, Board of Directors, Parents and Community members to use the grant funds and other funds for the services and activities that have the characteristics of effective instruction through professional development, working with local and area business which includes the businessmen's club and the Tenaha business recruitment and development committee, community college partner, Panola College, Shelby County Regional Training Center, the Texas Virtual School Network and adding a WBL program for our students.

Our needs assessment showed that in order to succeed the district had to promote fidelity. One of the best ways school personnel can promote fidelity of implementation is to provide effective professional development (PD) training. Research shows that teachers who receive high-quality training, which includes ongoing support, implement with greater fidelity than those who do not receive training. Moreover, those who receive extensive training typically implement with greater fidelity than those who receive minimal training. "Many implementation efforts fail because someone underestimated the scope or importance of preparation." (Leonard-Barton and Kraus, 1985)

Needs assessment indicated a need to improve parental college-going culture and to assist students and parents understand and manage the college entrance/paperwork/deadlines etc. to ensure students make it into college. As leaders and role models in the community, teachers, counselors, and school administrators create the culture and expectations within their buildings. School culture is a manifestation of the shared values, attitudes, and goals that characterize an institution or organization. A school's culture, in turn, creates the school's climate; culture and climate communicate—through both explicit and implicit messages—what is valued, what is acceptable, and what is unacceptable or unwelcome. If culture is created through actions and beliefs, climate is the normalization of that culture. In other words, if our culture communicates that we value postsecondary enrollment, then we create a climate in which planning for and completing postsecondary education or training is the norm.

Young people today need more than academic support to succeed and many of our students are unprepared for today's workforce. They need to be taught skills such as communication and collaboration, critical thinking, professionalism, leadership and responsibility and work skills and ethics. In addition to improving our postsecondary culture, we need to expand our dual enrollment/concurrent credit/CTE with IHE our partner leading to advanced certifications and/or associate/college degrees.

One of the student needs that came out during our discussions was that our students need to have more school-to work transitioning. Our students to learn about soft skills which are discussed in the executive summary.

Our district has never offered a WBL program due to issues discussed in the executive summary. Although this is not a new concept it would be new to our LEA and is much needed based on our student/parent surveys. Some of our students are just not going to college when they get out of school for various reasons. Some of those reasons are funding, transportation, desire, etc.

Although these are not rare and innovative ideas, they are what our students need. This grant is a way for our district to begin to help our students have greater educational opportunities and better life.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Professional Development	Through high-quality PD, school personnel learn the procedures and instructional activities necessary to implement our WBL, Job Shadowing, etc. programs and/or practices as intended with this grant. In addition, this training might serve to motivate teachers about the program and potential outcomes for their students as well as to build their confidence in their ability to implement the program effectively. When seeking high-quality PD, school personnel will seek training that: Is provided by knowledgeable professionals and addresses skill development.
2.	Growing College/Career/Postsecondary Culture	If our culture communicates that we value postsecondary enrollment, then we create a climate in which planning for and completing postsecondary education or training is our new norm.
3.	School-to-Work Transitioning	The transition from school life to the working world is often difficult for young people. The School to Work Program will help students to develop the independent life skills and positive self-image they need to survive and thrive as young adults. Students participate in a "real world" based program that includes job sampling and supported employment, with emphasis on self- advocacy training, independent/daily living skills, career awareness and community participation.
4.	Expansion of dual credit/CTE courses	Dual credit/CTE education programs — delivered through partnerships between high schools and colleges and universities — offer high school students the option to take college-level courses that simultaneously award them college and high school credit. In Texas, policymakers, K-12 and college and university administrators, and the public have sought to better understand the extent to which education programs boost higher education access and completion.
5.	Implementing a WBL program	Provide a conceptual base for work-based learning (WBL) program for our students. This strategy will that help our students apply academic and technical skills and develop employability skills.

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Schedule #14—Management Plan

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Experience directing grants, overall knowledge of college and CTE programs, CTE certification and/or CTE teaching certifications, knowledge of Perkins/grant funding and reporting, data disaggregation and needs assessments
2.	Teacher Facilitator	CTE certifications and/or teaching certifications in selected programs. Must have ATC certification.
3.	Teacher Facilitator	CTE certifications and/or teaching certifications in selected programs. . Must have ATC certification.
4.	Teacher Facilitator	Dual credit and postsecondary college/career expertise.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Employing Program Director and Teacher Facilitators	1. Project Director	12/13/2017	12/30/2017
		2. Teacher Facilitator	12/13/2017	12/30/2017
		3. Teacher Facilitator	12/13/2017	12/30/2017
		4. Teacher Facilitator	12/13/2017	12/30/2017
		5.		
2.	Professional Development	1. Develop Individual Profession Development Plans	12/13/2017	Ongoing
		2. Implementing/Follow through PD Strategies	12/13/2017	Ongoing
		3. Continuous Evaluation of PD	12/13/2017	Ongoing
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	WBL Program	1. Establish Program	12/13/2017	12/31/2017
		2. Continuous Evaluation/Monitoring of Programs	12/13/2017	Ongoing
		3. Student Recruitment/Enrollment	01/01/2017	Ongoing
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Expansion of Dual Credit/CTE Certification Programs	1. Panola College Partner – Selecting Courses	12/15/2017	Ongoing
		2. Required Student Testing – TSI/ACT	As needed	Ongoing
		3. Student Recruitment/Enrollment	01/01/2018	Ongoing
		4. Successful Completion of Course	05/15/2018	Ongoing
		5. Evaluations	01/15/2018	Ongoing
5.	CTE Programs and Prerequisites	1. Students Meeting with Counselor	12/13/2017	12/30/2017
		2. Curriculum	12/13/2017	01/01/2018
		3. Course Completions	XX/XX/XXXX	05/30/2018
		4. Evaluations	01/01/2018	Ongoing
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Provide Ongoing Supports - During most training activities, skills or procedures for implementing a program are discussed, demonstrated, and practiced in a relatively short period of time (e.g., one day). Because of this, a teacher's newly learned skills generally are: Basic – They implement the program in the classroom at a rudimentary level. Fragile – They may be prone to discontinue a program if students or parents respond negatively. Incomplete – They understand the essential elements of the program but not its nuances. In order to improve or build on these new skills, effective PD should include ongoing support (or technical assistance) provided once the intervention begins. This should be provided frequently throughout the school year, both on a scheduled and an as-needed basis. In general, the goal of ongoing support is to improve and maintain the skills necessary for correct implementation, to maintain motivation and commitment, to address problems that may arise, and to prevent drift. To accomplish this, the ongoing support may involve one or more of the following: Re-training, refining skills, training new staff, and provide emotional support.

Develop a System for Monitoring Fidelity - There's an old saying, "What gets monitored, gets done." This seems to hold true when schools implement new practices and programs. Oftentimes, simply by monitoring implementation a school can improve fidelity. As they develop a system for monitoring fidelity, the implementation team needs to: Identify methods, measures, and sources, Establish a data collection plan and Train data collectors. Research Shows that In the absence of monitoring, teachers tend to alter implementation procedures. Of those teachers who implement preventive programs, 41 percent to 84 percent change components or procedures over time (i.e., they drift) or discontinue their use. (Tappe, Galer-Unit, & Bailey, 1995). We will be using evaluation procedures included with implemented programs and/or we will be developing our own based on the grant itself. Multiple measures of data used included teacher fidelity, student learning, demographics, perceptions, and school process. All the data will be analyzed formally (BOY, MOY and EOY) at the three required data analysis meetings. But for the program to be truly successful it will be necessary for us to analyze student data and check student progress daily and weekly through the monitoring systems. Feedback (positive and negative) and improvement measures will be provided continuously.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"...sustainability requires constant vigilance and continued attention to system supports, starting with the exploration stage and continuing through the life of the innovation." (Wallace, Blase, Fixsen, & Naoom, 2007)

Our successes as an independent school district in sustainable practices are directly related to how each individual employee plays a role in sustainability within their day-to-day activities. All of our programs are based in the basic concepts of sustainability and individual responsibility to contribute to implementation. Our current successful programs underlie all sustainability practices happening around our campus. Our philosophy about sustainability consists of small steps and bold moves, in which our employees play a key role every day. The same will be true for this grant if we are successful in obtaining this grant. Before beginning the application for this grant, a group met to discuss data and needs. Also, discussed was a commitment to the overall project and the need to continue it past the grant period. It was decided that in order for our students to be have success in their post secondary lives, the district needed to make a long term commitment.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Programs and/or Practices Implementation		Data of Implementation plan
			Meeting student needs
		3.	Changes to programs and/or practices on as needed basis
2.	Student Data	1.	Student Achievement
		2.	Attendance
		3.	Effectiveness of programs based on students' need
3.	Teacher Fidelity	1.	Adherence to program and objectives
		2.	Student Achievement
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Computer programs/software will be used to collect data for reporting which will include number of participant, student progress and achievement and attendance. These programs will collect data on individual student progress that is meaningful and measurable. With the programs we will be able to track individual student progress, class progress by teacher or group and/or grade levels. Identify Methods, Measures, and Sources – School personnel will identify the methods, measures, and sources they will use to monitor fidelity of implementation by teachers which will include walk-throughs, informal and formal evaluations by principal and grant team.

Both positive and negative feedback will be provided constantly by the grant implementation team and principal. Necessary changes will be made to the programs and/or practices as needed to improve student achievement, teacher fidelity and to meet our students' needs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

For our Job Shadowing and WBL program the plan is to place our students within our district first, then to Tenaha and Shelby County. After surveying our students about their chosen career paths and career paths they are considering, the Grant Implementation Team with the help of the Deep East Texas Workforce Development identified high demand occupations that meet our students' choices. The lists we were looking at were between January 2013 and June 2017 for Shelby County, Kilgore Education Service Center Region and the Deep East Texas WDA. The team looked at occupations in this order due to transportation issues for our students. Our students will be job shadowing in our local bank for cashiers (#15), Tenaha HOPE Clinic for anything medical related(#s 6, 12,17,19), Basic Energy Services for anything petroleum related including job truck drivers (#s 1,7,20), Tenaha City Hall(#10, 22, 24) Tenaha Tiger Stop (#s 4,8,10, 25), Tenaha ISD (#s 6, 8,10,11,13, 24, 25) and Tenaha Child Development Center. Our WBL students will have jobs at the Whistle Stop Restaurant, Tiger Stop, Brookshire Brothers, Pizza Hut, Subway and Tenaha ISD where students will be working in our daycare, cafeteria, housekeeping and maintenance and other area businesses where we can help them find entry level jobs. There are a large number of careers/jobs in the medical field so we have started a class on our campus that will lead to a medical and insurance (#s 12, 17) coding certification. Also through our partnership with Panola College we will have students taking CNA (#14) classes which is designed to allow students to continue to earn their LVN (#19) or Physical Therapist (#16) at Panola and transfer credits to Stephen F. Austin University (SFA) another of our partners for a Bachelors of Science as a Registered Nurse (#6). Our master mechanic is teaching a class on campus for general maintenance and repair workers (#7) mechanics and CDL (#1) licenses. Although Oil field workers are not listed, TWFC informed us that this was also in high demand in our area, our students can attend petroleum technology classes at Panola College with credits transfer to SFA for various degrees.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Partnering with Panola College, TISD will offer Medical Terminology, Medical Coding and Anatomy and Physiology as prerequisites to several degrees/certifications from Panola College.

Health Sciences at Panola College

- **Associate Degree Nursing/RN:** The Associate Degree Nursing Program at Panola College provides high quality education to individuals in the community seeking a career as a registered nurse and promotes the transition of the Licensed Vocational Nurse into the role of the professional nurse. Upon completion of the course of study, the student is prepared to take the National Council Licensure examination (NCLEX-RN) for licensure as a registered nurse. The program is offered face-to-face (24 months) and as a hybrid (online and face-to-face) for LVNs (12 months).
- **Vocational Nursing (LVN):** The Vocational Nursing Program is committed to the preparation of individuals who will assume the role of licensed vocational nurse and collaborate with the registered professional nurse and other health care professionals in the delivery of quality health care. The program is offered in Carthage and Center and takes one year to complete.
- **Health Information Technology:** The Health Information Technician is a profession with a diverse blend of clinical knowledge and information management skills. HIT is a two year associate degree program. A coding technician reviews and analyzes health records to identify relevant diagnoses and procedures for reimbursement purposes, in the assessment of clinical care, and for support of medical research activity.
- **Medical Assisting:** The Medical Administrative Assistant Program prepares students to work in a variety of healthcare offices as receptionist, coder, billing specialist, or other front office position. This is a two-semester certificate program. The Clinical Medical Assistant adds a year of clinical skills and experience for an Associate of Applied Science degree.
- **Certified Nursing Aide – CNA –** to provide employment in Hospitals, Long-Term Care Facilities, Home Health, Private Sitting, Physicians - to function effectively as a member of the health care team.

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Health Information Technology for an Associate of Applied Science shown below was provided by our IHE partner, Panola College. For our students during their junior year in high school they will be taking Business Computer Applications and Medical Terminology I and II on our campus along with first semester dual credit Introduction to Anatomy and Physiology and Composition I. During their second semester dual credit, Health Care Delivery Systems and Health Data Content and Structure. During their senior year, our students will be taking their Humanities/Fine Arts and College Algebra or other collegiate-level math on campus. First semester dual credit Supervision and General Psychology and second semester they will take Ambulatory Coding and Legal and Ethical Aspects of Health Information. Upon graduation our students will have their Medical Coding and Billing certification and 40 of the 60 hours needed for their Associate of Applied Science. If the student is working full-time using their medical coding and billing certification, they could easily finish this degree within two to three years taking classes part-time. Panola offers the remainder of the classes both traditional in face-to-face and online. Since some medical coding and billing jobs can be done from home this is ideal for our parenting students.

HEALTH INFORMATION TECHNOLOGY**ASSOCIATE OF APPLIED SCIENCE**

Academic advisors: Jo Ellen Russell, (903) 693-1164, jrussell@panola.edu
Kimberly Blshop, (903) 693-1126, kblshop@panola.edu

SEMESTER I

_____ BCIS	1305	Business Computer Applications	3
_____ BIOL	2404	Introduction to Anatomy and Physiology I	4
_____ HITT	1305	Medical Terminology I	3
_____ HITT	1345	Health Care Delivery Systems	3
_____ HITT	1301	Health Data Content and Structure	4

16

SEMESTER III

_____ BMGT	1301	Supervision	3
_____ HITT	1441	Coding and Classification Systems	3
_____ HITT	1361	Clinical - Health Information/Medical Records Technology/Technician	3
_____ _____	_____	Humanities/Fine Arts	3
_____ PSYC	2301	General Psychology	3

16

SEMESTER II

_____ ENGL	1301	Composition I	3
_____ HITT	1303	Medical Terminology II	3
_____ HITT	1342	Ambulatory Coding	3
_____ HITT	1353	Legal and Ethical Aspects of Health Information	3
_____ HPRS	2301	Pathophysiology	3

15

SEMESTER IV

_____ MATH	1314	College Algebra or other collegiate-level math	3
_____ HITT	2240	Advanced Medical Billing and Reimbursement	2
_____ HITT	2261*	Clinical - Health Information/Medical Records Technology/Technician	2
_____ HITT	2343	Quality Assessment and Performance Improvement	3
_____ HITT	2346	Advanced Medical Coding	3

13

TOTAL HOURS = 60**Advising Notes**

- Semester I - BIOL 2404 is a pre- or co-requisite for HITT 1441. A student may not drop BIOL 2404 without dropping HITT 1441.

*Capstone course

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Our partner organization that will help us carry our grant is Panola College. Tenaha ISD and Panola College have partnered several times with other grants. For this particular grant, Panola will provide our students with dual credits courses and certifications courses such as welding, and CNA. Panola College is the college selected by most of our students. They offer postsecondary certification, various associate degrees and their courses will transfer to other IHEs for four-year degrees.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Kadceues will be one of our industry partners that will assist with curriculum development and provide support. HOPE Clinic will provide needed assistance with curriculum, support and provide job shadowing for our students wishing to enter the medical field. BASIC Energy services will help provide industry experiences for our students also. First National Bank of Hughes Springs-Tenaha Branch will assist our students with financial experiences. Brookshires, Basic Energy, Hope Clinic, Pizza Hut and Subway will also be assisting our students with job experiences.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Based on our needs assessment this grant is needed for the students at Tenaha ISD. If this program is important enough that Tenaha ISD believes that it will benefit our students then its sustainability is equally important as being awarded the grant. Therefore, the question of sustainability has been addressed while developing this proposal. We have evaluated each budget line for its importance to continuing program operations after the grant ends. Some budgeted payroll items such as the project director will not be needed, while others payroll items will be critical (staff to continue providing the same level of services). Equipment and supplies will need to be replaced on an ongoing basis. Our industry partners are valuable resources that will help Tenaha ISD sustain the program begun with grant funding. Our collaboration with partnering IHE, Panola College, will continue to educate our students. A strong feature The collaborations are expected to continue after the grant. Collaborating partners may be able to help identify new funding streams or other resources to continue operations. Partners can also augment each other's operations to reduce or even eliminate some expenses. Sustainability planning will be conducted throughout your grant project and not just as the grant nears its end. All practices will be continuously evaluated in terms of importance to program operations, and what it will take to continue practices deemed crucial. Our personnel will have received additional training during the grant, which can be used to continue the project. Equipment and supplies acquired during the grant will be available to continue the project. All equipment/supplies that has a short life, will be replaced by phasing in new equipment purchases after the grant, thus avoiding large expenses in any one year. New curriculum and the expanded programs continue to help support student success going forward after the grant. Changes in management structure and/or policies during the grant that will help improve the efficiency and effectiveness of operations and support sustainability. Tenaha ISD will continue to evaluate expenses throughout the grant period, looking for ways to reallocate resources to support grant operations. While it is unlikely that we can secure another grant for the same purpose, for the same amount of money, and at time it is needed, our LEA will continue to pursue additional funding revenues to sustain and/or expand programs. Our school board is serious about exploring all options to sustain successful college and career programs at Tenaha ISD.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The following are capstone courses available at our IHE partner, Panola College:

1. AAS - Associate Degree Nursing Capstone Course - RNSG 2363 - Clinical IV (leading to RN)
2. AAS - Computer Information Technology Capstone Course - ITSC 2435 - Application Software Problem Solving
3. AAS - Construction Technology Capstone Course - CNBT 2340 - Mechanical, Plumbing & Electrical Systems in Construction II
4. AAS - Electrical & Instrumentation Capstone Course - PTRT 1324 - Petroleum Instrumentation
5. AAS - General Business Capstone Course - POFT 2312 - Business Correspondence & Communication
6. AAS - Health Information Technology Capstone Course - HITT 2261 - Clinical
7. AAS - Clinical/Medical Laboratory Technician Capstone Course - MLAB 2238 - Advanced Topics in MLT
8. AAS - Medical Assisting Capstone Course - MDCA 2264 - Practicum in MA
9. AAS - Natural Gas Compression Capstone Course - HEMR 1371 - Natural Gas Maintenance & Troubleshooting
10. AAS - Occupational Therapy Assistant Capstone Course - OTHA 2366/2367 - Practicum for OTA
11. AAS - Office Professional Capstone Course - POFT 2312 - Business Correspondence & Communication
12. AAS - Office Professional (Medical Option) Capstone Course - POFT 2312 - Business Correspondence & Communication
13. AAS - Petroleum Technology Capstone Course - PTRT 1170 - Natural Gas Processing
14. AAS - Ranch & Land Management Capstone Course - AGCR 2305 - Entomology
15. AAS - Welding Technology Capstone Course - WLDG 1453 - Intermediate Layout and Fabrication

Shown in the table below are additional certificate programs and other courses of study which our students will be able to choose. We are hoping that once this grant begins we will be able to add more courses of study that will led to certifications for our students who are not your traditional "four-year college bound" student.

Agricultural	Health Sciences
Ranch and Land Management Certificate of Proficiency I	Emergency Medical Technology
Ranch and Land Management Certificate of Proficiency II	Vocational Nursing (leading to LVN)
Computer Information Technology	Massage Therapy
Certiport Testing and Training	Phlebotomy
Digital Media Design & Development	Office Professional
Microcomputer Software Operator	Administrative Assistant
Micro Support Specialist	General Office
PC Technical Support	School of Energy
Cosmetology	Electrician – Residential and Commercial
Licensed Cosmetologist	Heating Ventilation and Air Conditioning
Education	Natural Gas Compression
Early Childhood Professions	Well Control Continuing Education

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County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

TEA Program Requirement 8 is not applicable to this grant. This grant is for Focus Area 1.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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